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AUTHOR Mitchell, Christine K.: And Others
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ABSTRACT

This teaching guide for a tobacco education curriculum at the sixth-grade level is a part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades 4-6, and a resource materials list. The basic instructional concepts for the sixth-grade level focus on helping students: (1) identify immediate and long-term effects of smoking on the body; (2) analyze those factors involved in personal decisions about smoking; (3) recognize the responsibility of the United States government in the production, sale and use of tobacco; and (4) understand that individuals can lead happy and productive lives without smoking. Objectives, teacher information, worksheets, and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/NRB)

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HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

TOBACCO EDUCATION CURRICULUM

GRADE SIX

The University of the State of New York/THE STATE EDUCATION DEPARTMENT

Bureau of Drug Education

Albany, New York

1979

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James W. Moore

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Anthony J. DiBenedetto

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FOREWORD

This curriculum was developed for the following purposes:

1) as a reference for schools in planning a coordinated K-12 educational support program for reducing smoking as a part of the Regents Action Plan to Reduce Drug Abuse.

2) as an outline of content and methods for schools to use in implementing the requirements of Education Law, Section 804 and Commissioner's Regulations regarding Health Education, Section 135.3, as they relate to tobacco education programs.

3) as a manual for the teacher to use in planning and in the classroom.

The curriculum is designed sequentially within a particular grade, as well as from grade to grade. All concepts and objectives are considered basic and essential, although leeway is provided in selection of actual activities used. Many activities and objectives are not exclusively in the domain of tobacco education; thus the time required for their use would be appropriately allocated from integrated subject areas - for example: alcohol and other drug abuse; mental health; cardiovascular health and physical fitness; general health and safety; reading, writing, spelling and speech; social, developmental and decision-making skills; visual arts; civics; and science.

Prior to publication, the curriculum was assessed by 152 elementary and secondary teachers in 17 urban, suburban and rural school districts in New York State. Suggestions made by pilot teachers were considered in preparing the final manuscript.

CONTENTS

	Page
Acknowledgements	iii
Foreword	iv
Preface	vi
Tobacco Curriculum Matrix	viii
A Sampling of Teaching Methods	ix
Concepts and Objectives for Grades 4-6	xiii
Materials List	1
Instructional Units	3
Appendices:	
American Cancer Society, County Unit Offices	25
New York State Offices of the American Heart Assn.	29
American Lung Associations	31

PREFACE

Our most clearly preventable health problems are those resulting from the use of tobacco. Yet, although most people now recognize the health risks of smoking, many people who use tobacco find it just too difficult to change this habit.

The best approach to preventing the health problems caused by tobacco use is clearly to prevent the formation of the tobacco habit. This must be a process that begins with young children and continues until adulthood, involving not only what the child knows about the effects of tobacco use on the body, but also the child's feelings, values, attitudes, self-awareness, behavior patterns and skills; involving not only the classroom, but also other places where the child is influenced to smoke or not to smoke - the school, the community and the home.

A school tobacco education program should have the following characteristics:

1) It should be provided within the context of the comprehensive health education program, taught in the elementary grades by the classroom teacher and in the secondary grades by a certified health teacher.

2) Program objectives should emphasize the factors that influence people to smoke (e.g., self-image, values, decision-making) rather than the nature and effects of tobacco and smoking.

3) Activities should be designed to involve students in their own learning, helping them become responsible for planning and conducting their own lives.

4) It should be a continuous, sequential program that supports healthy attitudes and decisions based upon information acquired from the earliest grades through senior high school.

5) Program content beyond the primary grades should present a balanced view of the issues; as students mature they will recognize the complexity of the economic and social aspects of the tobacco industry, the smoking habit and of smoke-polluted air.

6) It should be articulated with a written school smoking policy developed with input from students and lay members of the community, as well as school faculty and health education professionals.

7) It should involve parents and the community to the fullest extent possible.

8) The instructors for the program should make sincere efforts to set examples for their students.

This curriculum is unique in several aspects:

1) It provides a basic instructional program rather than an exhaustive collection of possibilities. Only essential concepts and objectives have been identified. Activities have been selected for variety, ease of use by the teacher, and for their direct relevance to essential objectives. A special effort has been made at both levels to design activities that integrate with other subject areas, e.g., English, art, social studies, music, math, science and physical education.

2) It combines the expertise of specialists in humanistic and values education with specialists in tobacco education and in curriculum design and development. The purpose of this approach is to provide suppport for the practice of cognitive learnings through enhancing self-image, self-understanding and coping/decision-making skills.

3) It is basically self-contained. Most materials needed are readily available in the classroom; most audiovisuals are available for free loan from voluntary agencies; teacher references are few and moderately priced; worksheets and patterns are provided.

4) It is possible for most elementary and health education teachers to use this curriculum directly in their classrooms without the need for an inservice training program or for a local committee to become involved in rewriting to adapt the material to local needs. (An inservice training program for teachers, administrators and community health professionals could, however, improve the quality of the smoking education program.)

It is important that teachers form the habit of identifying, contacting and working with community professionals and agencies. The products of coordinated school-community efforts far surpass what any teacher can achieve in a classroom. Such programs provide for a free exchange of experience, information and materials; an extension of learnings into real life situations; practical experiences for students that give them a sense of achievement, of belonging to the community and of responsibility for community health; and increased understanding of and support for school programs.

TOBACCO CURRICULUM MATRIX

MAJOR CONCEPTS	GRADES	KINDER-GARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	JUNIOR HIGH	SENIOR HIGH
I. Self-Image, Self-Knowledge and Values										
1. Self-Image		X	X	X	X	X	X	X	X	X
2. Self-Awareness		X	X	X	X	X	X	X	X	X
3. Awareness of Others		X	X	X	X	X	X	X	X	X
4. Value One's Health		X	X	X	X	X	X	X	X	X
5. Personal Responsibility for Health		X	X	X	X	X	X	X	X	X
II. Tobacco Knowledge and Issues										
1. Safety Hazards Related to Tobacco Use			X		X					
2. Importance of Clean Air			X	X	X					
3. Immediate Effects of Tobacco Use			X	X	X	X	X	X	X	X
4. Rights of Nonsmokers and Smokers			X	X	X	X	X	X	X	X
5. Tobacco Habit				X	X	X	X	X	X	X
6. Effects of Smoking on Athletic Performance					X	X	X	X	X	X
7. Long-Range Effects of Tobacco Use					X	X	X	X	X	X
8. Psychological and Social Factors of Tobacco Use					X	X	X	X	X	X
9. Tobacco Advertising						X	X	X	X	X
10. Tobacco and U.S. Economy						X	X	X	X	X
11. U.S. Government Roles							X	X		X
III. Coping Skills										
1. Communications Skills		X	X	X	X	X	X	X	X	X
2. Decision-Making Skills		X	X	X	X	X	X	X	X	X
3. Decisions About Tobacco Use			X	X	X	X	X	X	X	X
4. Alternatives to Tobacco Use								X	X	X
5. Quit Smoking									X	X

A SAMPLING OF TEACHING METHODS

The methods you use in your health teaching will make all the difference between classes that are boring, lifeless and without meaning, and classes that are exciting -- classes that will get the students actively interested in learning and doing things that will give them the facts they should know and, at the same time, help them to develop a realistic attitude toward health.

A variety of methods will make it easier to adapt to individual differences among students; emphasis should be on the quality of each method rather than on quantity. No one method or procedure will fit all occasions. A method that you find helpful in one learning situation may not work at all in another.

The following teaching methods are offered as a pedagogical assortment from which you may choose to adapt those best suited to your own talents and to the classes you teach.

BRAINSTORMING

Can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming can often bring out some very useful suggestions as well as increase the students' involvement in learning.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper.
4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Select a planning committee to combine ideas.

Followup:

Ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Did many good ideas come out?
3. Can you think of other times we might use this method of sharing ideas in the class?

FISH BOWL

The Fish Bowl can be used when there is a problem in the class, to generate ideas or to solve a problem or moral dilemma. All the students have an opportunity to get involved, to have their say, to hear how others perceive the situation and decide on a mutually acceptable solution in an orderly, democratic fashion.

a) Ask for six volunteers to sit in a circle with one extra chair.
b) The rest of the class stands or sits around the outside of the circle.
c) Only the six volunteers can discuss the problem and say whatever they want to say.
d) Students on the outside who wish to say something must sit in the extra chair and wait to be recognized by one of the others in the fish bowl. Once recognized, he/she can say whatever he/she wants to add, clarify or question, then must vacate the chair for someone else.

Possible problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, interfering with the rights of others.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions while also encouraging him/her to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally based, question erroneous statements and make authoritative references available to the students.

LECTURE-DISCUSSION

This term is used to cover a wide range of presentations, combined with discussion. Encouraged within it are presentations not only by the teacher, but also tapes, films, television, or similar forms of communication. A presentation by the teacher, by an outside resource person, or by a student can help to arouse interest in a subject and set the stage for discussion, problem-solving or other types of activity. Case materials, unfinished stories, and critical issues may be handled in this way. Lecture-discussion teaching should be used only where it is the best method to handle a particular objective, since it involves the student in only a limited way.

CONFLICT RESOLUTION/PROBLEM-SOLVING

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict which allows everyone involved to feel satisfied, and that is mutually agreed upon, one must learn how to communicate without demeaning another.

An excellent five-step process is discussed in Personalizing Education: Values Clarification and Beyond. (See Materials List for Grade One and above.) Briefly, the five-step process to Conflict Resolution is:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.

Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.

Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.

Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.

Step 5. Choosing a Solution: Finally participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

This process can be used in any conflict situation, role-play situation or real life conflict to help students learn decision-making skills.

ROLE PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role play provides an excellent method for helping students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-play activity, discuss what occurred in the role play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals.

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, dioramas, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form, while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes.

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher. Preplanning includes choosing scientifically sound experiments that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results.

SURVEYS

Each step in planning and carrying out a survey has potential educational value. Individuals, committees, or the entire class may conduct surveys. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened. A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a followup thank you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

INTERVIEWS

Whereas surveys usually cover relatively large numbers of people or a variety of facilities, interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Teacher assistance and direction may be necessary to help with the formulation of questions to be used.

RESEARCH

Some students may need broad experience in searching for answers to questions and problems. Encyclopedia research should be minimized; pupils instead should be aided and encouraged to visit community institutions, to interview experts, and to read, analyze and interpret the research of authorities.

CONCEPTS AND OBJECTIVES FOR GRADES 4-6

FOURTH GRADE

CONCEPT I:

The development of a positive self image enables the student to make carefully considered decisions regarding risk-taking behaviors.

OBJECTIVES

1. The student will be able to verbalize his/her emotions.
2. The student will be able to verbalize feelings about him/herself.
3. The student will practice communication skills for expressing his/her needs and feelings.
4. The student will publicly affirm his/her beliefs when faced with a moral dilemma.
5. The student will participate in group discussions on risk-taking behaviors.
6. The student will relate risk-taking decisions to possible consequences.
7. Given a risk-taking situation, the student will be able to verbalize his/her judgement after considering possible alternatives and consequences.
8. The student will discuss ways of handling situations where a decision must be made that conflicts with his/her judgement.
9. The student will use a decision-making process appropriate to his/her needs.

CONCEPT II:

Responsibility for safeguarding one's own health is essential for a long and healthy life.

OBJECTIVES

1. The student will explain why it is important to value one's health.
2. The student will discuss the importance of taking actions based upon information known.
3. The student will identify behaviors people engage in even though they may have unhealthy consequences.
4. The student will list things he/she can do to protect his/her health.
5. By developing a health profile, the student will set personal goals for protecting his/her body.

CONCEPT III:

Smoking has immediate effects on the body, but it is the long-term effects of smoking that cause poor health and disease.

OBJECTIVES

1. The student will list health problems which are related to smoking.
2. The student will research the effects of smoking on health.
3. The student will conduct experiments demonstrating the effects of smoking on health.
4. The student will be able to prove scientific facts about smoking through demonstrations.
5. The student will express concern about the health problems of others around him/her.

6. The student will publicly affirm personal attitudes about smoking.
7. The student will participate in the education of parents and community on the hazards of continued smoking.

CONCEPT IV:
Smoking involves social and economic factors.

OBJECTIVES
1. The student will be able to list the various influences in our society which cause people to start smoking.
2. The student will evaluate the benefits of smoking as portrayed in tobacco advertising.
3. The student will draw conclusions about the specific appeals in selected advertisements of tobacco products.
4. The student will be able to calculate the costs of cigarette use over a period of time.
5. The student will calculate the money that can be saved by not smoking.
6. The student will explore the economic contribution of the tobacco industry to the State and to the Nation.

CONCEPT V:
Smoking or not smoking is a personal choice one must make.

OBJECTIVES
1. The student will list and discuss the influences which may cause young people to start smoking.
2. The student will list and discuss the influences which keep him/her from starting to smoke.
3. The student will identify the habit-forming characteristics of smoking.
4. The student will be able to discuss the role that family and friends play in determining their decision to smoke.
5. The student will be able to recognize that people continue to smoke despite the continued warnings of health hazards.
6. The student will publicly affirm his/her beliefs about smoking.

FIFTH GRADE

CONCEPT I:
Feeling good about him/herself enables a student to make a decision with confidence.

OBJECTIVES
1. The student will be able to verbalize the meaning of "feeling good about myself."
2. The student will describe secure and insecure feelings.
3. The student will list possible causes of insecure feelings.
4. The student will explore ways to handle insecure feelings.
5. Given a moral dilemma, the student will be able to verbalize his/her judgement considering the alternatives and consequences.
6. The student will explore how to learn from his/her mistakes.
7. Confronted with a decision, the student will be able to analyze the factors involved.
8. The student will publicly affirm and act on his/her beliefs.

CONCEPT II:

Responsibility for setting personal goals for protecting one's body is important for a long and healthy life.

OBJECTIVES

1. The student will explore how health-related decisions depend upon knowledge of facts and attitudes.
2. The student will record observations about his/her health habits.
3. The student will involve his/her family in the assessment of his/her present health and in setting future goals.
4. The student will set personal goals for his/her health.
5. The student will state reasons for the body's need for exercise to maintain or restore health.
6. The student will explore the types of exercise in which people participate.
7. The student will research the effect of smoking on athletic performance.
8. The student will describe the roles that exercise can play in maintaining one's health.

CONCEPT III:

Smoking has an adverse effect on the health of the smoker.

OBJECTIVES

1. The student will review six body systems and their functions.
2. The student will explore methods for obtaining scientific documentation regarding the health hazards of smoking.
3. The student will be able to explain the significance of the relationship between tobacco consumption and cardiorespiratory diseases.
4. The student will list and briefly describe specific cancer-producing agents in tobacco.
5. The student will describe decisions that can be made to maintain or restore health.

CONCEPT IV:

The tobacco industry has considerable impact on the economy of the U.S.

OBJECTIVES

1. The student will explore the history of tobacco production and use in the U.S.
2. The student will identify the tobacco-producing states.
3. The student will calculate the contribution tobacco makes to the U.S. economy.
4. The student will be able to discuss the economy of the tobacco industry.
5. The student will identify the conflicts between the tobacco industry and health experts.
6. The student will gather and present information on the expenditures for tobacco product advertising compared to the expenditures to discourage smoking.

CONCEPT V:

The decision to smoke is largely determined by psychological and sociological factors.

OBJECTIVES

1. The student will analyze the social and psychological influences that motivate young people to begin smoking.
2. The student will be able to explain why smoking is habit-forming.
3. The student will evaluate the psychology of advertising in relation to smoking.

4. The student will judge when it is appropriate to conform or not to conform to the influences of society.
5. The student will practice handling situations in which a decision is made that conflicts with his/her personal judgement.
6. The student will show respect for the attitudes and beliefs of other people.

SIXTH GRADE

CONCEPT I:
Smoking has immediate and long-term effects on the body.

OBJECTIVES
1. Through research, the student will document the health hazards of smoking.
2. The student will list chemicals which are toxic and cancer-producing in tobacco smoke.
3. Through research, the student will relate tobacco use to the development of cardiorespiratory diseases.
4. The student will discover that smoking has immediate effects on the body systems.

CONCEPT II:
Many factors are involved in one's personal decision to smoke or not to smoke.

OBJECTIVES

1. The student will analyze the social and psychological influences that motivate a young person to start smoking or not to start smoking.
2. The student will be able to discuss how sociological trends have led to an increase in young smokers.
3. The student will publicly affirm and act on his/her beliefs regarding tobacco use.
4. Given a moral dilemma, the student will demonstrate an ability to deal with conflicting attitudes about smoking.
5. The student will state the rights of nonsmokers and how they can conflict with rights of smokers.
6. The student will practice communicating how he/she feels to someone who smokes in his/her presence.

CONCEPT III:
The United States government has a responsibility in the production, sale and use of tobacco.

OBJECTIVES
1. The student will determine the role of tobacco revenues in the United States economy.
2. The student will determine the cost of smoking to an individual and to society.
3. The student will discuss the inconsistency of the government's support of both tobacco production and education to discourage tobacco use, as well as medical services to care for those who become ill due to smoking.
4. The student will determine the pros and cons of a ban on tobacco use.
5. The student will state the reasons for the health warning on cigarette packs and cigarette advertisements.
6. The student will be able to give three examples of provisions that are (or could be) included in legislation for regulating smoking in public places.

CONCEPT IV:

An individual can have a happy and productive life without cigarettes.

OBJECTIVES

1. The student will discuss the meaning of "feeling good about myself."
2. The student will be able to identify possible causes of secure and insecure feelings.
3. The student will develop and discuss ways to contend with insecure feelings.
4. The student will explore types of physical exercise in which people can participate throughout life.
5. The student will demonstrate interest in maintaining or restoring good health by exploring ways a regular exercise program may be included in his/her future goals.

MATERIALS LIST

GRADE SIX

The following materials are suggested as resources for the curriculum. Some of these must be ordered early and most are free. It is suggested that the resources be ordered far enough in advance to assure reservation of films and delivery of materials when needed.

TEACHER RESOURCES - The following materials are examples of references that provide further background or more detailed information. Their acquisition is optional.

AFFECTIVE EDUCATION:

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. Price: $6.95.

Chase, Larry. The Other Side of the Report Card: A How-To-Do It Program. Santa Monica, CA: Goodyear Publishing Company, 1975. Price: $9.50.

Howe, Leland W. and Howe, Mary Martha. Personalizing Education: Values Clarification and Beyond. New York: Hart Publishiing Company, 1975. May be ordered from the National Humanistic Education Center, 110 Spring Street, Saratoga Springs, NY 12866. Price: $5.95.

SMOKING AND HEALTH

The Chart Book on Smoking, Tobacco and Health. Order from National Clearinghouse for Smoking and Health, 5600 Fishers Lane, Rockville, MD 20857. Single copy free.

A National Dilemma, Cigarette Smoking or the Health of America. Order from the American Cancer Society, New York State Division, 6725 Lyons Street, P.O. Box 7, East Syracuse, NY 13057 or call (315) 437-7025. Free.

The Smoking Digest: Progess Report on a Nation Kicking the Habit. National Cancer Institute, Office of Cancer Communications, Bethesda, MD 20014. Free.

HEALTH EDUCATION:

Greenberg, Jerrold S. Student-Centered Health Instruction: A Humanistic Approach. Reading, MA: Addison-Wesley Publishing Company, 1978. Price: $6.95.

Scott, Gwendolyn D. and Carlo, Mona W. On Becoming A Health Educator (Second Edition), Dubuque, IA: Wm. C. Brown Company Publishers, 1979. Price: $5.95.

CLASS RESOURCES:

Book: Le Shan, Eda, What Makes Me Feel This Way? New York: Collier Books, Division of Macmillan Company, 1974. Price: $1.50. (Available in book stores.)

ORDER TWO MONTHS IN ADVANCE.

Smoking Machine (large syringe): Order from the American Cancer Society, New York State Division, 6725 Lyons Street, P.O. Box 7, East Syracuse, NY 13057 or call (315) 437-7025.

Filmstrip/cassette: "Cigarette Smoking: Take It or Leave It." Order from American Cancer Society as above.

Pamphlet: 8 Reasons Why Young People Smoke. National Clearinghouse for Smoking and Health, 5600 Fishers Lane, Rockville, MD 20857. Single copy free.

Film: "Everything You Always Wanted to Know About How to Stop Smokers But Were Afraid to Try!" Order from your local Lung Association or from American Lung Association of New York State, 8 Mountain View Avenue, Albany, NY 12205. Free Loan.

ORDER ONE MONTH IN ADVANCE.

Pamphlet: "Nonsmoker's Bill of Rights." Order one copy per student from your local Lung Association. Free.

GRADE 6 CONCEPT I

CONCEPT: Smoking has immediate and long-term effects on the body.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. Through research, the student wil document the health hazards of smoking. 2. The student will list chemicals which are toxic and cancer-producing in tobacco smoke. 3. Through research, the student will relate tobacco use to the development of cardiorespiratory diseases.	
TEACHER INFORMATION Contact your school librarian and ask her to locate or obtain resource materials on smoking and heart diseases and respiratory diseases. Much of this information can be obtained from the American Lung Association, American Heart Association and American Cancer Society. This presents a good opportunity for the librarian to instruct students on how to locate health-related information in the library.	RESOURCE: library
ACTIVITY 1: Divide the class into three groups. Each group will research a different aspect of the health hazards of smoking and present their findings to the class. Group 1: Tobacco Smoke a) Chemical makeup and characteristics b) Effects of these chemicals on the smoker and nonsmoker Group 2: Heart and Artery Diseases Related to Smoking a) Atherosclerosis b) Heart attacks Group 3: Respiratory Diseases Related to Smoking a) Lung cancer b) Emphysema c) Bronchitis Each group should prepare a written report of their information and develop a presentation for the class using visual aids.	MATERIALS: as needed for student visual aids presentations

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: (cont'd) Visual aids students might choose from: 1. transparencies 2. posters 3. a filmstrip 4. charts, graphs	
OBJECTIVE: 4. The student will discover that smoking has immediate effects on the body systems. ACTIVITY 1: The class should be divided into 4 groups. Each group should rotate through the following learning centers to discover some of the immediate effects of cigarette smoke, completing the worksheets at Stations I, II, and III and reading the article at Station IV. Station I - Accumulation of Tars Purpose: To demonstrate the accumulation of tars on cotton or tissue. Directions: Have students complete the activity and record their observations and conclusions, using the Student Worksheet for Station I.	MATERIALS: large syringe (available from the American Cancer Society) cotton/tissue cigarettes and matches Student Worksheet for Station I
Station II - Numbing Effect on Taste Buds Purpose: To show the numbing effect of tobacco on taste buds. Directions: Have students complete the activity and record their observations and conclusions, using the Student Worksheet for Station II.	MATERIALS: ice cubes solutions of sweet, sour, bitter, and salty substances cotton-tip applicators Student Worksheet for Station II

LEARNING ACTIVITIES	RESOURCES
Station III - Blood pressure Purpose: To demonstrate the effect of reducing the diameter of blood vessels (as in constricted blood vessels associated with cigarette smoking) on blood pressure. Directions: Have students complete the activity and record their observations and conclusions on the Student Worksheet for Station III.	MATERIALS: two equal size glass beakers ½" flexible tubing as siphon ¼" flexible tubing as siphon water sink or container to collect siphoned water Student Worksheet for Station III
Station IV - The Nature of Carbon Monoxide Directions: Have students read the article "The Nature of Carbon Monoxide" (attached) and make a poster illustrating the many situations in which a nonsmoking individual becomes a "passive smoker" (e.g., restaurants, airplanes, trains.)	MATERIALS: Article: "The Nature of Carbon Monoxide" (10 copies) poster paper markers magazines scissors glue

STUDENT WORKSHEET FOR STATION I

NAME _____

ACCUMULATION TARS

Purpose: To demonstrate the accumulation of tars on cotton or tissue (used to represent lung tissue.)

Equipment:
(1) Large syringe (available from the American Cancer Society)
(2) Cotton or tissue
(3) Cigarettes and matches

Procedure:
(1) Place cotton or tissue in opening of syringe.
(2) Place lighted cigarette in opening of syringe.
(3) Pump the syringe to "smoke" the cigarette.
(4) After "smoking" one or more cigarettes, remove cotton or tissue and observe the accumulation of tars.

OBSERVATIONS:

CONCLUSIONS: What would you expect to happen to the lungs?

STUDENT WORKSHEET FOR STATION II

NAME _____

NUMBING EFFECT ON TASTE BUDS

Purpose: To show the numbing effect of tobacco on taste buds.

Equipment:
(1) Ice cubes
(2) Solutions of sweet, sour, bitter, and salty substances
(3) Cotton-tip applicators

Procedure:
(1) The senses of taste and smell are usually less sensitive in smokers due to the numbing effect of tobacco on sensory endings in the nose and throat. This effect may be compared with the effect of extreme cold.
(2) Place an ice cube on the tongue of a volunteer.
(3) Determine his ability to taste sweet, sour, bitter, and salty substances to the tongue of a volunteer after the ice cube has been applied.

OBSERVATIONS:

CONCLUSIONS: What happens to a person's sense of taste if the taste buds are numbed?

STUDENT WORKSHEET FOR STATION III

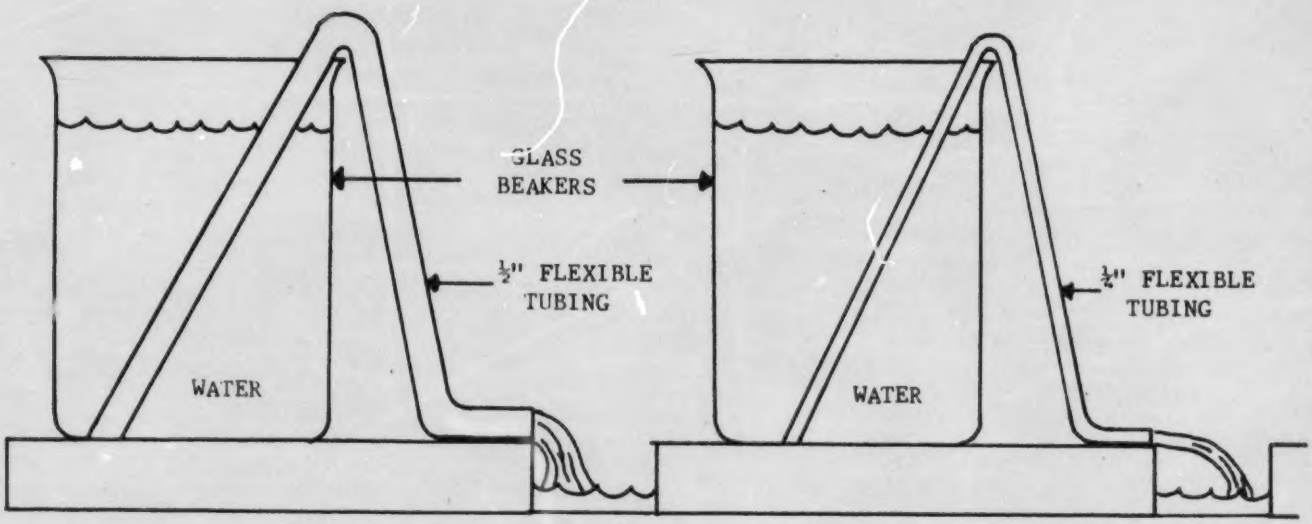
NAME _____

BLOOD PRESSURE EXPERIMENT

Purpose: To demonstrate the effect of reducing the diameter of blood vessels (as in constricted blood vessels associated with cigarette smoking) on blood pressure.

Equipment:
(1) Two equal size glass beakers
(2) ½" flexible tubing as siphon
(3) ¼" flexible tubing as siphon
(4) Water
(5) Sink or container to collect siphoned water

Procedure:
(1) Fill beakers with equal amounts of water.
(2) Place one siphon tube in each beaker.
(3) Have two individuals start the siphoning at the same time.
(4) Compare the distance and force of the water leaving the siphon hoses (blood pressure)



OBSERVATIONS:

CONCLUSIONS: In a human what effect would this constriction have?

ARTICLE FOR STATION IV

THE NATURE OF CARBON MONOXIDE

Most of us are familiar with certain poisonous substances. Some of these substances are dangerous only if an individual eats or drinks them; others are dangerous just to touch; and still others are dangerous to our health if we breathe them. Such things as medicines, household cleaners, insecticides and some plants are sometimes called poisonous because they can be harmful to our health.

All poisons share a common characteristic - even in relatively small amounts, they can injure tissues of the body. In larger doses, poisons can cause death. For many poisonous substances, there is both a safe dose and a lethal (deadly) dose. The severity of the damage poisons inflict on body tissues depends on the particular substance, the dose and the age and physical condition of the person coming in contact with the poison.

There are several different kinds of poisons. Each kind damages the body's tissues in a different way. Corrosives are poisons that destroy tissues on contact. Examples of corrosives are sulfuric acid, ammonia and lye. Irritants are poisons that inflame mucous membranes. Some irritants are arsenic, zinc and phosphorous. Nerve toxins are poisons which act on the nerves or affect some basic cell processes. Common nerve toxins are narcotics, like opium, heroin and morphine. Blood toxins are poisonous substances which act on the blood to deprive it of oxygen. Without an adequate supply of oxygen in the blood, the body's vital organs cannot function properly. If the brain and heart are severely starved of oxygen, death can result. Carbon monoxide (CO) is one of the most common blood toxins.

In very small doses carbon monoxide is not dangerous. In fact, the human body normally produces a small amount of carbon monoxide in the process of making its red blood cells. In larger doses, however, carbon monoxide damages body tissues.

It is important to be aware of situations where a large amount of carbon monoxide may be present in the air because carbon monoxide is a "silent" poison. This means that it has no color, odor or taste. Since you cannot see, smell, taste or feel it, you may not know whether or not you are breathing a dangerous amount of this gas.

Carbon monoxide is a common substance. It comes from many sources, including automobile exhaust, smoke from coal and wood fires, and smoke from cigars, cigarettes, and pipes. The smoke from a burning cigarette pollutes the air continuously with carbon monoxide. The smoke from the burning cigarette end, called "sidestream smoke," contains five times as much carbon monoxide as the smoke inhaled by the smoker. People who breathe in "sidestream" smoke from someone else's cigarette are "passive" or "second-hand" smokers.

When even healthy nonsmokers become "passive" smokers, the air they breathe may cause them to become dizzy, faint, nauseous, or to experience burning in their eyes and throat, ringing in the ears, headache, faster heart beat, coughing or red patches about the face and chest. Children and people with allergies, asthma or chronic heart or lung disease may be more seriously affected by sidestream smoke. Children under 16 with smoking parents, for example, have been found to have more frequent respiratory illness. People with chronic heart or lung disease already have problems supplying adequate oxygen to their bodies. The carbon monoxide added to the air by tobacco smoke increases this problem for them, producing distressful symptoms. These symptoms increase with CO concentration, and time and conditions of exposure, and may lead to death.

In summary, carbon monoxide is a poisonous gas to which almost everyone is exposed. Cities congested with traffic, smoke from wood and coal fires, and rooms filled with cigarette, cigar and pipe smokeare environments where the carbon monoxide levels may become so high as to be hazardous to health. Although smokers are most directly affected by these hazards, nonsmokers who spend their time in these environments are also threatened.

GRADE 6 CONCEPT II

CONCEPT: Many factors are involved in one's personal decision to smoke or not to smoke.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will analyze the social and psychological influences that motivate a young person to start smoking or not to start smoking. 2. The student will be able to discuss how sociological trends have led to an increase in young smokers. 3. The student will publicly affirm and act on his/her beliefs regarding tobacco use. 4. Given a moral dilemma, the student will demonstrate an ability to deal with conflicting attitudes about smoking.	
ACTIVITY 1: Use the American Cancer Society's kit "Cigarette Smoking: Take It or Leave It." Read the teacher's manual for complete directions on the use of the kit. A pamphlet students will enjoy reading as a part of this activity can be obtained from the National Clearinghouse on Smoking and Health. It is entitled 8 Reasons Why Young People Smoke (See Materials List.)	MATERIALS: "Cigarette Smoking: Take It or Leave It." (American Cancer Society) 8 Reasons why Young People Smoke (National Clearinghouse on Smoking and Health)
OBJECTIVES: 5. The student will state the rights of nonsmokers on how they can conflict with rights of smokers. 6. The student will practice communicating how he/she feels to someone who smokes in his/her presence.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: Student Survey Have students develop and conduct a survey concerning the issue of smoker's and nonsmoker's rights; share results with the class. (Note: See introductory section on Surveys. Students could report results to PTA, publish in school newspaper and/or donate results of research to the American Lung Association of New York State.)	TEACHER RESOURCE: Address: American Lung Association of New York State 8 Mountain View Avenue Albany, NY 12205
ACTIVITY 2: Show film "Everything You Always Wanted to Know About How to Stop Smokers, But Were Afraid to Try!" Discuss whether or not the methods shown are apt to be effective, and what other methods might be used.	MATERIALS: Film: "Everything You've Always Wanted to Know..." (American Lung Association)
Activity 3: Role play a restaurant scene in which there is a person smoking at one table and his smoke is annoying someone sitting at a nearby table. What are the choices and possible actions the nonsmoker can take? What can the smoker do?	
ACTIVITY 4: Have students brainstorm other situations in which smokers and nonsmokers may come into conflict. Chose several of these and develop scenarios for students to role play. (Note: See introductory section on Brainstorming.)	

50

51

GRADE 6 CONCEPT III

CONCEPT: The United States Government has a responsibility in the production, sale and use of tobacco.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will determine the role of tobacco revenues in the Unites States economy. 2. The student will determine the cost of smoking to an individual and to society.	MATERIALS: "Smoking - The Economic and Social Costs" (attached) The Chart Book on Smoking, Tobacco and Health, (National Clearinghous for Smoking and Health)
TEACHER INFORMATION In order for your students to develop a true understanding of the economic factors associated with tobacco smoking, they need to have the most current information available. The excerpt from the American Cancer Society Report contains much of this information, comparing income from tobacco use against the medical and health care costs produced by its use. The Chart Book on Smoking, Tobacco and Health will also provide you with a great deal of information and data.	
ACTIVITY 1: As a class project, have different groups of students compose letters requesting information on tobacco production and sales from the U.S. Department of Argriculture. Once this information is obtained, allow each group an opportunity to prepare their information for a class presentation.	TEACHER RESOURCE: Address: U.S. Department of Agriculture Independence Avenue Washington, D.C. 20250
ACTIVITY 2: Math Problems a) The revenue from tobacco products in 1976 was $9.7 billion. If you spent one dollar every second, how long would it take you to spend this amount of money? (Use 365 days = one year) b) The estimated cost of medical and hospital bills due to cigarette-related illness for 1977 is $15 billion. What was the average cost of these bills per smoker? (Base estimate on population of 214 million people, with 33 percent of these people being smokers.)	

FOR THE TEACHER

SMOKING - THE ECONOMIC AND SOCIAL COSTS

Taken from: A National Dilemma: Cigarette Smoking or the Health of Americans Report of the National Commission on Smoking and Public Policy, American Cancer Society, 1978.

The Commission found that the costs of health care due to the use of cigarettes outweigh the economic benefits derived from the production and sale of tobacco products.

1. The cost of medical and hospital bills due to cigarette-related illness in 1975 was estimated by the National Clearinghouse on Smoking and Health and the American Medical Association to be between $11.1 and 11.4 billion. Other estimates are as high as $14 billion. Even the low estimate, however, came close to constituting 10% of the total U.S. health bill of $122 billion that year. The 1977 estimate is $15 billion.

2. The loss if income from lost workdays due to cigarette-related ilness amounts to about $3 billion each year, as calculated by multiplying weeks of work lost times the average weekly wage of $190.90 reported to the U.S. Bureau of Labor Statistics for July 1977.

3. As a minimum, the current cost of cigarette smoking to society for medical and hospital bills and lost income from lost workdays is $18 billion.

4. In 1976 the tobacco crop yielded $2.3 billion, including foreign exports. The estimated income of those employed in every aspect of the tobacco manufacturing industry was $756 million.

5. The revenue and expenses from tobacco products in 1976 were:

tobacco tax revenues	$6.113 billion
tobacco crop	2.3 billion
fertilizer, seed, fuel, pesticides, etc.	.54 billion
tobacco payroll	.756 billion
	$9.709 billion

Other revenues involving suppliers, wholesalers, distributors, advisers, etc., are not calculated. These would add several billion dollars more to this sum.

6. In total, tobacco manufacturing probably brings in less than $12 billion, but costs smokers, their families, and society $18 billion in medical and hospital bills and lost wages -- a net loss of $6 billion.

7. This does not include the costs of cigarette-related fire injury or property damage, for which no estimates are available, or the costs of premature early disability and death from cigarette-related illnesses.

8. Fire marshals report that 50% of all hospital fires and about 56% of all fatal residential fires are cigarette-related.

9. Insurance companies are beginning to recognize that nonsmokers are less of a risk in many categories. Several companies now offer premium discounts of up to 20% to nonsmokers, not only in life policies but also in health, accident, fire, auto and homeowners insurance.

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 2: (cont'd) c) Some insurance companies now offer premium discounts on life, health, accident, fire, auto and homeowners insurance of up to 20% for nonsmokers. Jim Smith is a smoker who paid the following for insurance in 1977: life - $420; health -$160; accident - $60; fire and homeowners - $270; auto - $534. How much could Jim Smith save on insurance policies with these companies during 1978 if he were to quit smoking? How much would he save if insurance rates were increased by 10 percent?	
ACTIVITY 3: Brainstorming and small group research. Use brainstorming technique to list ways in which the tobacco industry affects the U.S. economy. Accept all contributions and encourage students to be creative. (e.g., jobs for repairmen of cigarette vending machines, craftsmen who design and whittle pipes, and manufacturers of canopies for cigar tobacco fields; government programs that use tobacco revenues to help people in other ways; damage done by cigarette burns in clothing and carpets; cost of home, business and forest fires caused by burning cigarettes; etc.) Then divide the list into major categories, such as jobs for people, tax revenues for government, material costs and health care costs. Assign a group of students to research each of these major issues, using the Chart Book on Smoking, Tobacco and Health and information received in response to the letters sent to the U.S. Department of Agriculture (Activity 1). Have each group present a brief report to the class outlining their most significant findings.	MATERIALS: The Chart Book on Smoking, Tobacco and Health, (National Clearing House for Smoking and Health) Responses to letters to the U.S. Department of Agriculture (see Activity 1.)
OBJECTIVES: 3. The student will discuss the inconsistency of the government's support of both tobacco production and education to discourage tobacco use, as well as medical services to care for those who become ill due to smoking. 4. The student will determine the pros and cons of a ban on tobacco use.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: Mr. Tobacco on Trial - Set up a mock courtroom with the following characters: Judge Prosecuting Attorney Bailiff Defense Attorney Defendant (Mr. Tobacco) Witness (congressmen) Witness (health education teacher) Witness (nonsmoker) Doctor (expert witness) Witness (tobacco farmer) Witness (lobbyist for tobacco industry) Have students volunteer for roles. The remainder of the class may help individuals research their roles or may act as a jury. Each one in the class should have an assignment. After several days spent researching their positions, have students conduct a trial of Mr. Tobacco. A decision must be reached as to whether to continue to allow tobacco to be grown and used as it is presently. This activity could be put on for other classes.	
OBJECTIVES: 5. The student will state the reasons for the health warning on cigarette packs and cigarette advertisements. 6. The student will be able to give three examples of provisions that are (or could be) included in legislation for regulating smoking in public places. ACTIVITY 1: Through their research of the regulations of tobacco sales and promotion and knowledge of the health hazards, students should be able to discuss: 1. What is the purpose of the health warning on cigarette products and advertisements? 2. Is the warning strong enough? 3. Should the wording be changed or increased in size? 4. Does it do any good? Why or why not? 5. Why doesn't the U.S. government do more to regulate tobacco use. 6. What else could the U.S. government do to regulate tobacco use?	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 2: Invite a person from your local Lung Association or your local Cancer Society to the class to talk about New York State's laws and proposed legislation regulating smoking in public places. Discuss what other provisions or legislation, if any, could be proposed.	MATERIALS: Information on laws and proposed legislation can be obtained from your local Lung Association.
ACTIVITY 3: Mock Legislative Session Set up a House of Representatives floor debate on a legislative bill to prohibit smoking in all public places. Possible roles for students: Speaker of the House Majority Leader Minority Leader Representatives for tobacco growing state Representative for business interests Representative for restaurant associations Representative for health care industry Representative for labor union Have students volunteer for roles. The remainder of the class may help individuals research their rolls. Two days could be used for formal in-class debate; two days for out-of-class lobbying; on the final day hold a vote on the legislative bill. (Note: This is an excellent activity to coordinate with social studies classes.)	MATERIALS: "Nonsmoker's Bill of Rights" (your local Lung Association)

62

63

GRADE 6 CONCEPT IV

CONCEPT: An individual can have a happy and productive life without cigarettes.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVE: 1. The student will discuss the meaning of "feeling good about myself." TEACHER INFORMATION To help students become more aware of the degree to which they are proud of their beliefs and actions and to encourage them to do more things in which they can feel good about themselves, give them an opportunity to publicly state something they like about themselves. ACTIVITY 1: Ask each students to think about the kinds of things that cause people to feel good about themselves. After giving students a few minutes to think, go around the room calling on students and have them respond with the words, "People feel good about themselves because..." Answers should be brief and to the point without rebuttal from other students. Students should be allowed to pass without being made to feel anxious. (Note: Bring out the difference between being proud of such things as physical characteristics, social status or possessions as compared to being proud of things you have learned, made, or done, or your ability to make friends or work well with others.) ACTIVITY 2: Provide students with materials listed to make a personal collage about things that make him/her feel good. Students may use pictures or words or make drawings. Collages should be entitled "Feeling Good About Myself." ACTIVITY 3: Using the collages completed in the above activity, list on the board the kinds of things students chose to include and discuss: a) Why did you choose those things to put in your collage? b) How do you feel when you feel good about yourself? c) How do you act when you feel good about yourself? d) Did everyone select the same things that make them feel good about themselves? Why or why not?	MATERIALS: magazines scissors glue construction paper magic markers MATERIALS: desks arranged in circular fashion chalkboard

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 2. The student will be able to identify possible causes of secure and insecure feelings. 3. The student will develop and discuss ways to contend with insecure feelings. TEACHER INFORMATION For the purpose of these objectives, secure feelings are those which give one the assurance of being free from care and a sense of certainty. Insecure feelings are those which make a person feel unsafe, unprotected, or anxious about something. ACTIVITY 1: Situation Cards a) Divide the class into groups (approximately four students per group). Assign half the groups to develop situations which foster secure feelings and assign the other half to develop situations that cause a person to feel insecure. Each group should put its situations on 3 x 5 cards. b) Have groups who developed "secure feelings" read their cards. Have class discuss what makes these "secure" situations. c) Redivide the class into small groups. Give each group a card on which an "insecure" situation is described. Each group should agree on an appropriate way of successfully managing the situation. After doing so, have each group role play its "insecure" situation.	MATERIALS: 3 x 5 cards
OBJECTIVES: 4. The student will explore types of physical exercise in which people can participate throughout life. 5. The student will demonstrate interest in maintaining or restoring good health by exploring ways a regular exercise program may be included in his/her future goals.	

66

67

LEARNING ACTIVITIES	RESOURCES

ACTIVITY 1:

Have students develop a list of all the sports and physical activities they can think of. (Examples: bicycling, swimming, calisthenics, shoveling snow, chopping wood.) Once completed, instruct students to code the activities as follows:

- A - can be done alone
- M - requires more than one person
- Y - mainly done by young people
- F - can be done throughout life by any healthy person
- S - would be affected if the person smokes

After completing this exercise, go around the room and discuss the lists and the letters the students have placed by them.

ACTIVITY 2:

Invite people known to engage in a regular personal physical exercise program to participate in a forum or panel. Have each participant testify on behalf of his/her chosen exercise program.

(Note: Try to select panelists who follow different kinds of programs, so what they have to say will be relevant to students with differing interests and possibilities.)

ACTIVITY 3:

Have students select one physical activity they enjoy and write an essay telling how they would like to include it in a life exercise program. Have volunteers read their essays to the class.

AMERICAN CANCER SOCIETY, COUNTY UNIT OFFICES

DIVISION/UNIT	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society New York State Division, Inc.	6725 Lyons Street P.O. Box 7 East Syracuse, NY 13057	315: 437-7025	
American Cancer Society Albany County Unit	747 Madison Avenue Albany, NY 12208	518: 449-8722 (8723)	Albany
American Cancer Society Allegany County Unit	46 Martin Street Wellsville, NY 14895	716: 593-5111	Allegany
American Cancer Society Broome County Unit	216 Court Street Binghamton, NY 13905	607: 722-6471	Broome
American Cancer Society Cattaraugus County Unit	420 West State Street Olean, NY 14760	716: 372-1030	Cattaraugus
American Cancer Society Cayuga County Unit	232 West Genesee Street Auburn, NY 13021	315: 253-9812	Cayuga
American Cancer Society Chautauqua County Unit	111 West Second Street Room 260 Jamestown, NY 14701	716: 487-1129	Chautauqua
American Cancer Society Chemung County Unit	627 West Church Street Elmira, NY 14901	607: 734-1552	Chemung
American Cancer Society Chenango County Unit	5 West Main Street Norwich, NY 13815	607: 334-4113	Chenango
American Cancer Society Clinton County Unit	203 Margaret Street Street Plattsburgh, NY 12901	518: 563-4271	Clinton
American Cancer Society Columbia County Unit	728 Warren Street Hudson, NY 12534	518: 828-1984	Columbia
American Cancer Society Cortland County Unit	4 West Court Street Cortland, NY 13045	607: 756-2277	Cortland
American Cancer Society Delaware County Unit	Box 176 Walton Building 1 Bridge Street Walton, NY 13856	607: 865-6561	Delaware

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Dutchess County Unit	Hope Lodge Vassar Brothers Hospital Reads Place Poughkeepsie, NY 12061	914: 452-2635	Dutchess
American Cancer Society Erie County Unit	330 Statler-Hilton Buffalo, NY 14202	716: 856-1625	Erie
American Cancer Society Essex County Unit	Water Street Elixabethtown, NY 12932	518: 873-9884	Essex
American Cancer Society Franklin County Unit	88 Main Street Saranac Lake, NY 12983	518: 891-2860	Franklin
American Cancer Society Fulton County Unit	25 Bleecker Street Gloversville, NY 12078	518: 725-3518	Fulton
American Cancer Society Genesee County Unit	103 State Street Batavia, NY 14020	716: 343-1454	Genesee
American Cancer Society Greene County Unit	375 Main Street Catskill, NY 12414	518: 943-3280	Greene
American Cancer Society Hamilton County Unit	P.O. Box 24 Hoffmeister, NY 13353	315: 826-7125	Hamilton
American Cancer Society Herkimer County Unit	125 Mary Street Herkimer, NY 13350	315: 866-3630	Herkimer
American Cancer Society Jefferson County Unit	104 Paddock Street Watertown, NY 13601	315: 788-4210	Jefferson
American Cancer Society Lewis County Unit	5611 Division Street Lowville, NY 13367	315: 376-7438	Lewis
American Cancer Society Livingston County Unit	23 Main Street Geneseo, NY 14454	716: 243-3415	Livingston
American Cancer Society Madison County Unit	East Seneca Avenue Route #5 at Willow Road Canastota, NY 13032	315: 697-2976	Madison
American Cancer Society Monroe County Unit	8 Prince Street Rochester, NY 14607	716: 461-3800	Monroe
American Cancer Society Montgomery County Unit	128 Market Street Amsterdam, NY 12010	518: 842-5580	Montgomery

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Niagara County Unit	2103 Main Street Bridge Station P.O. Box 314 Niagara Falls, NY 14305	716: 284-4084	Niagara
American Cancer Society Oneida County Unit	1900 Genesee Street Utica, NY 13502	315: 724-4175	Oneida
American Cancer Society Onondaga County Unit	1010 James Street Syracuse, NY 13203	315: 474-2757	Onondaga
American Cancer Society Ontario County Unit	343 North Main Street P.O. Box 208 Canandaigua, NY 14424	315: 394-4422	Ontario
American Cancer Society Orange County Unit	11-15 King Street Middletown, NY 10940	914: 343-5612	Orange
American Cancer Society Orleans County Unit	111 North Main Street Albion, NY 14411	716: 589-7808	Orleans
American Cancer Society Oswego County Unit	184 West First Street Oswego, NY 13126	315: 343-1421	Oswego
American Cancer Society Otsego County Unit	444 Main Street Oneonta, NY 13820	607: 432-3990	Otsego
American Cancer Society Putnam County Unit	64 Gleneida Avenue Room 209 Carmel, NY 10512	914: 225-2334	Putnam
American Cancer Society Rensselaer County Unit	24 Second Street Troy, NY 12180	518: 274-5303	Rensselaer
American Cancer Society Rockland County Unit	39 South Main New City, NY 10956	914: 634-7966	Rockland
American Cancer Society St. Lawrence County Unit	9 Hammond Drive P.O. Box 124 Canton, NY 13617	315: 386-8249	St. Lawrence
American Cancer Society Saratoga County Unit	376 Broadway - Office #2 Saratoga Springs, NY 12866	518: 584-2602 885-1613	Saratoga
American Cancer Society Schenectady County Unit	1596 Rugby Road Schenectady, NY 12308	518: 377-2241	Schenectady

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Schoharie County Unit	Corner, Main Street and Rail Road Avenue Middleburgh, NY 12122	518: 827-4651	Schoharie
American Cancer Society Schuyler County Unit	115 West 4th Street Watkins Glen, NY 14891	607: 535-2244	Schuyler
American Cancer Society Seneca County Unit	Box 175 13 East Main Street Waterloo, NY 13265	315: 539-2052	Seneca
American Cancer Society Steuben County Unit	Corner Denison Parkway East and Pearl Street Corning, NY 14830	607: 936-3769	Steuben
American Cancer Society Sullivan County Unit	10 St. John Street Monticello, NY 12701	914: 794-5275	Sullivan
American Cancer Society Tioga County Unit	231 Main Street Owego, NY 13827	607: 687-3280	Tioga
American Cancer Society Tompkins County Unit	225 South Fulton Street Ithaca, NY 14850	607: 273-0430	Tompkins
American Cancer Society Ulster County Unit	400 Broadway Kingston, NY 12401	914: 331-8300	Ulster
American Cancer Society Warren County Unit	380 A Glen Street Sherman Avenue Entrance Glens Falls, NY 12801	518: 792-5358	Warren
American Cancer Society Washington County Unit	221½ Main Street Hudson Falls, NY 12839	518: 747-7916	Washington
American Cancer Society Wayne County Unit	110 Church Street Newark, NY 14513	315: 331-6480	Wayne
American Cancer Society Wyoming County Unit	60 North Main Street Warsaw, NY 14569	716: 796-5667	Wyoming
American Cancer Society Yates County Unit	P.O. Box 113 1 Madison Lane Penn Yan, NY 14527	315: 536-6955	Yates
American Cancer Society New York City Division, Inc.	19 West 56th Street New York, NY 10019	212: 586-8700	

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Brooklyn Unit	141 Livingston Street Brooklyn, NY 11201	212: 237-7850	Kings
American Cancer Society Bronx Unit	19 West 56th Street New York, NY 10019	212: 586-8700	Bronx
American Cancer Society Staten Island Unit	100 New Dorp Plaza Staten Island, NY 10306	212: 987-8871	Richmond
American Cancer Society Queens Division	111-15 Queens Boulevard Forest Hills, NY 11375	212: 263-2224	Queens
American Cancer Society Westchester Division	246 North Central Avenue Hartsdale, NY 10530	914: 949-4800	Westchester

NEW YORK STATE OFFICES OF THE AMERICAN HEART ASSOCIATION

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Broome County Chapter, Inc.	8 Riverside Drive Binghamton, NY 13905	607: 723-0208	Broome
American Heart Association Central New York Chapter, Inc.	1024 Park Avenue Utica, NY 13501	315: 797-8906	Chenango Delaware Hamilton Herkimer Madison Oneida Otsego
American Heart Association Dutchess County Chapter, Inc.	31 Haight Avenue Poughkeepsie, NY 12603	914: 454-4310	Dutchess
American Heart Association Finger Lakes Chapter, Inc.	191 Parrish Street Canandaigua, NY 14424	716: 394-1240	Livingston Ontario Seneca
	Maxwell Hall Clifton Springs, NY 14432	716: 462-9062	Wayne Yates
American Heart Association Genessee Valley Chapter, Inc.	797 Elmwood Avenue Rochester, NY 14620	716: 461-5590 (93)	Monroe
	414 West Avenue Medina, NY 14103	716: 798-4725	Orleans

78

79

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Mid-Hudson Chapter, Inc.	75 Lucas Avenue Kingston, NY 12401	914: 338-8517	Columbia Greene Ulster
American Heart Association Nassau, New York Chapter, Inc.	365 Willis Avenue Mineola, NY 1150[illegible]	516: 741-5522	Nassau
American Heart Association Northeastern New York Chapter, Inc.	29 East Main Street Amsterdam, NY 12010	518: 843-3666	Albany Clinton Essex
	16 East Fulton Street Gloversville, NY 12078	518: 725-5111	Fulton Montgomery Rensselear
	68 Pearl Street Hudson Falls, NY 12839	518: 747-0493	Saratoga Schenectady Schoharie
	257 Osborne Road Loudonville, NY 12211	518: 459-5880	Warren Washington
	62 Brinkerhoff Street Plattsburgh, NY 12901	518: 561-3326	
American Heart Association Northern New York Chapter, Inc.	1402 Washington Street Watertown, NY 13601	315: 782-1791	Oswego Jefferson Lewis St. Lawrence Frankliln
American Heart Association Orange-Sullivan, New York Chapter, Inc.	469 Broadway Newburgh, NY 12550	914: 561-2950	Orange Sullivan
American Heart Association Rockland Division New York State Affiliate, Inc.	39 South Main Street New City, NY 10956	914: 634-4987	Rockland
New York Heart Association	205 East 42nd Street New York, NY 10017	212: 661-5335	5 boroughs of New York City
American Heart Association New York State Affiliate, Inc.	214 South Warren Street Syracuse, NY 13202	315: 478-6681	All New York State Counties excluding 5 boroughs of New York City

80

81

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Southern Tier, New York Chapter, Inc.	530 West Church Street Elmira, NY 14905	607: 734-2939	Chemung Schuyler Steuben Tioga Tompkins
American Heart Association Southwestern New York Chapter, Inc.	812 Hotel Jamestown Building Jamestown, NY 14701	716: 483-1509	Allegany Cattaraugus Chautauqua
American Heart Association Suffolk Chapter, Inc.	127 Atlantic Avenue Blue Point, NY 11715	516: 363-6200	Suffolk
American Heart Association Upstate New York Chapter, Inc.	63 Genesee Street Auburn, NY 13021	315: 253-4328	Cayuga
	22 Tompkins Street Cortland, NY 13015	607: 753-3259	Cortland
	1212 James Street Syracuse, NY 13203	315: 476-5381	Onondaga
Westchester Heart Association, Inc.	15 Rye Ridge Plaza Port Chester, NY 10573	914: 937-6601	Putnam Westchester
American Heart Association Western New York Chapter, Inc.	255 Statler-Hilton Hotel Buffalo, NY 14202	716: 853-5356	Erie Genesee Niagara Wyoming

AMERICAN LUNG ASSOCIATIONS

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of Central New York	P.O. Box 6409 Syracuse, NY 13217	315: 422-6142	Cortland, Franklin, Jefferson, Lewis, Onondaga, Oswego, St. Lawrence, Tompkins
American Lung Association of the Finger Lakes Region	410 East Henrietta Road Rochester	716: 442-4260	Cayuga, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Yates, Chemung, Steuben, Schuyler

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of the Hudson Valley	35 Orchard Street White Plains, NY 10603	914: 949-2150	Orange, Putnam, Rockland, Westchester, Greene, Ulster, Sullivan
American Lung Association of Mid-New York	23 South Street Utica, NY 13501	315: 735-9225	Broome, Chenango, Delaware, Fulton, Hamilton, Herkimer, Madison, Oneida, Otsego, Tioga
American Lung Association of Nassau-Suffolk	405 Ostrander Avenue Riverhead, NY 11901	516: 727-2155	Nassau and Suffolk
American Lung Association of Western New York	766 Ellicott Street Buffalo, NYL 14203	716: 886-4655	Allegany, Cattaraugus Chautauqua, Erie Genesee, Niagara, Wyoming
American Lung Association of New York State Adirondack Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Clinton, Essex, Warren, Washington
Capital District Branch			Albany, Rensselaer
American Lung Association of New York State Dutchess-Columbia Branch	246 Church St. Poughkeepsie, NY 12061	914: 452-0160	Columbia, Dutchess
American Lung Association Of New York State Eastern Mohawk Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Schenectady, Schoharie, Saratoga, Montgomery
CONSTITUENTS:			
American Lung Association of New York State	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	
Brooklyn TB and Lung Association	293 Schermerhorn Street Brooklyn, NY 11217	212: 624-8531	Kings
New York Lung Association	22 East 40th Street New York, NY 10016	212: 889-3370	Bronx, New York, Richmond
Queensboro Lung Association	159-29 90th Avenue Jamaica, NY 11432	212: 526-2557	Queens